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REPORT OF THE TWENTY-SIXTH EDUCATIONAL CONFERENCE OF THE SECONDARY SCHOOLS IN RELATIONS WITH THE UNIVERSITY OF CHICAGO

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In regard to the Twenty-sixth Educational Conference of the academies and high schools in relations with the University of Chicago, it is again, as in the case of each of the two Conferences latest held, proper to say that in the judgment of those who are in position to receive impressions and form opinions, the Conference of April 17 and 18, 1914, was more successful and significant than any that have preceded it. Its main features are (1) the departmental conferences and (2) the honor examinations of high-school students held on Friday afternoon, (3) the general session of Friday evening, (4) the annual contest in declamation and effective speaking under the direction of the Department of Public Speaking, (5) the general session on Saturday forenoon, and (6) the conference-luncheon given to school administrative officers Saturday noon following the morning session. To these features should be added the President's luncheon in the Reynolds Club to all visiting school officers and pupils Friday noon and the entertainment at supper of the visiting high-school officers at Lexington Hall, of visiting high-school boys at Hutchinson Commons, of visiting high-school girls at the lunch room of Emmons Blaine Hall, and the social hour from 5:00 to 6:00 on Friday under the direction of the Undergraduate Council of the University, providing for the entertainment of visiting high-school boys and girls.

The general subject of the departmental conferences was "Recent Progress and Present Conditions in the Teaching of High-School Subjects." This subject was discussed in departmental meetings held respectively in different lecture halls on the premises of the University. The departments in which these conferences were organized are the following: Biology, Earth Science, English, French, German, Greek and Latin, History, Home Economics, Manual Arts, Mathematics, Physical Education, Physics and

Chemistry, and Public Speaking. Attendance at these conferences was far in excess of that recorded at any of the previous annual Conferences. The largest lecture rooms available were in many cases too small to accommodate those wishing to attend.

The Friday evening session was devoted to the general consideration of The Higher Education for Women. President Mary E. Woolley, LL.D., Mount Holyoke College, South Hadley, Mass., discussed "The Practical Value of a Liberal Arts Training for Women"; Miss Abby L. Marlatt, head of the department of home economics, University of Wisconsin, "Education of the Woman for Larger Responsibility in Home Making." The subject of Dean Sarah Louise Arnold of Simmons College, Boston, was "Three Aspects of the Education of Women." On Saturday morning the general subject "The Definition, or Delimitation, of the High School" was discussed. Special regard was had to three phases of this general topic: (1) the present tendency to add to the high-school course two years of what is now undertaken in the Junior college; (2) the organization of the Junior high school underlying the last three years of the high-school work; (3) the tendency to compress into a smaller compass the period at present devoted to elementary and secondary education. The subjects were discussed by Dean Babcock of the University of Illinois; Principal Jesse B. Davis, Grand Rapids, Mich.; Principal M. H. Stuart, Manual Training High School, Indianapolis, Ind.; and Principal W. J. Bogan, Lane Technical High School, Chicago.

Following are condensed reports of the departmental sessions of Friday afternoon:

Biology—

Chairmen { H. C. COWLES (Botany), University of Chicago.
H. H. NEWMAN (Zoölogy), University of Chicago.

Secretary, H. B. SHINN, Carl Schurz High School.

Attendance, 85

The following topics were discussed:

1. "The Instruction of Young People in Respect to Sex,"¹ T. W. Galloway, James Millikin University, Decatur, Ill.
Discussion led by Miss Mary P. Blount, Cook County Normal School, and H. B. Shinn, Carl Schurz High School.

¹ Papers given at this conference will appear in full in *School Science*.

2. "Recent Advances in the Knowledge of Sex": (a) Experimental Biology of Sex, J. W. MacArthur; (b) Cytology of Sex, L. W. Sharp.

In speaking on the subject, "The Instruction of Young People in Respect to Sex," Dr. T. W. Galloway stated that sex instruction was too broad to be treated from the physician's standpoint alone; that for this reason teachers should give it; that they will be specially trained for this work within a few years. The subject-matter should include the family relation and a history of its evolution, with its successive phases, up to modern times. Sex instruction, both at home and in school, should be graded to the child's awakening curiosity and intelligence, and should be given in the grammar grades because home instruction is inadequate and the high school too late. Dr. Galloway closed by urging that all teachers try out some method.

Discussing the experimental biology of sex Mr. J. W. MacArthur gave certain notable data regarding the Mendelian effects of cross-breeding and the physiological effects of removal of one kind of sex organ and the substitution, by implantation, of another kind of organ. Thus is shown the profound effect of spermary and ovary upon the organism.

Cytology of sex seems to resolve itself into a numerical condition of chromosomes, according to Dr. L. W. Sharp. In the cases mentioned male somatic cells contain one less chromosome than female cells. The reductive divisions in maturation result in equal ova but unequal sperms. Fertilization by a minor sperm results in the minor form of nucleus in cleavage stages and hence the maleness of the embryo. In this way is explained parthenogenesis and the determination of sex.

In the general discussion Dr. Mary P. Blount spoke of the identity of interest between the home and the school, the utilization of laboratory study as a basis for moral instruction, and the advisability of demonstrating the mammalian reproductive system. The teaching of reproduction as a semi-mechanical phenomenon, of the function of chromosomes in fertilization and inheritance, and of the effects of breeding were central ideas in the zoölogical presentation to classes, as explained by Mr. Harold B. Shinn.

Miss Enid Hennessey, Dr. Yarrows, Mr. Eisenberger, Mr. Blount, and Principal F. L. Morse in question or answer brought out the following: (a) Physicians as such are not disqualified. (b) Sex hygiene as recently given in the Chicago high schools was successful. (c) Sex teaching in classes is not perverted by the pupils but is appreciated: it stops bad stories. (d) Sex teaching should extend over considerable time and be given in brief talks or lessons.

Earth Science—

Chairman, MRS. JANE PERRY COOK, Chicago Normal School.

Secretary, WELLINGTON D. JONES, University of Chicago.

Attendance, 100

The program of papers and formal discussion was as follows:

1. "The Subject-Matter for an Elementary Course in Economic and Commercial Geography."

- (1) Paper by Mary J. Lanier, University of Chicago.
- (2) Discussion led by Maud Butts, Hyde Park High School, and Jessie Lowe Smith, Highland Park High School.
- 2. "The Principles Which Should Govern the Choice of Material for Courses in Regional Geography."
 - (1) Paper by Zonia Baber, School of Education, University of Chicago.
 - (2) Discussion led by Meta Mayhardt, Evanston High School, and Marion Sykes, South Chicago High School.
- 3. "The Problem of 'Place-Geography.'"
 - (1) Paper by D. C. Ridgley, Illinois State Normal University.
 - (2) Discussion led by M. E. Branom, Minier High School, and Lewis Walker, Mahomet High School.
- 4. "Field Work in Geography; Its Character and Importance."
 - (1) Paper by Walter S. Tower, University of Chicago.
 - (2) Discussion led by R. C. Potter, J. Sterling Morton High School.

The brief informal discussions centered especially on the problem of "Place-Geography," with emphasis on the need of such teaching in all geography courses. A motion was passed advising the chairman to appoint a committee to select a list of important place-names which should be mastered by all high-school students of geography.

The papers by Miss Lanier, Mr. Ridgley, and Mr. Tower are to be sent to the *Journal of Geography* at Madison, Wis. Miss Baber spoke from the following outline:

The principles which should govern the choice of material for courses in regional geography:

I. The Needs of Society:

- 1. Relation to social environment:
 - Elimination of prejudices of race, class, sex, politics, religion, patriotism.
- 2. Relation to physical environment:
 - a) Forces responsible for landscape forms.
 - b) Controls responsible for kinds of vegetation.
 - c) Controls responsible for animal life.
 - d) Controls responsible for distribution of man.

II. The Needs of Youth:

- 1. Intellectual needs:
 - a) Wide scope for imagination—broad outlook.
 - b) Clear thinking.
- 2. Emotional needs:
 - a) Justice or fair play.
 - b) Altruism.
 - c) Hero worship.
- 3. Volition.

English—

Chairman, R. L. LYMAN, College of Education.

Secretary, ELIZABETH AVERY, Wendell Phillips High School.

Attendance, 128

The program planned by Mr. Crowe had for its subject a comprehensive review of the publications on literature and on composition. Each division of the subject was presented in two papers, the first in each case dealing with the material in the course and the second dealing with method, especially oral method.

Mr. C. L. Hooper of the Chicago Normal College presented the subject of Material in the course in literature—the selection of readings.

After a brief history of the present College Entrance Requirement lists for class and home reading he reported conclusions drawn from several investigations which have been made. The first one attempted to discover the preferences of the pupils. Out of a list of 41 books the first ten preferred were fiction, *A Tale of Two Cities*, *The Last of the Mohicans*, *Ivanhoe*, and *Hamlet* standing first. *Cranford* stood far down. The last four were *The Ancient Mariner*, *Sesame and Lilies*, *Essay on Burns*, and Emerson's *Essays*. Pupils prefer vivid and dramatic presentations with strong ethical import.

Another investigation made in five cities of New York sought the sources of interest. The strongest interest was found to be in plot, yet as the pupil grew older there was less interest in plot and more in character. The interest in moral was slight in the eighth grade, becoming marked in the second and third years of high school. Interest in style rose from 8 per cent in the eighth grade to 20 per cent in the third year. Current fiction preferred in the first year of high school gave place to classic fiction in the third year. The essay and poetry appeared to excite little interest except with a story.

The investigation which produced the Chicago Course of Study in English which separates the literature and composition resulted in making composition equal in importance to literature, in making possible a more accurate grading and more definite standards of promotion, and in securing continuity and concentration. The new course recommends untechnical method, freedom of choice, radiation of home reading, historical background with text as reference, oral reports including narration, choice of technical literature from any source accessible. The individual problem is recognized and provided for.

Mr. Theodore B. Hinckley of the University High School presented Method in the course in literature—the oral reading of literature: the study of verse. He treated the subject under the headings, "Who Is to Do the Reading?" "How Is It to Be Done?" and "How Treated?"

The fashion of the day is for oral expression. Little fault is found with method, but complaints are heard of inadequate training in reading. There is too much note-taking. Great literature can best be presented orally. Written words are dead symbols. Literature is an art, not a science, and must be treated through the voice. The teacher must be able to interpret the

printed page. Pupils also must read, but should not be asked to read at sight. The reading should be done in a simple, natural manner. This does not refer to the literature of fact, that which we read merely for information.

Dramatization is unnecessary, likely to be a hodgepodge, and takes too much time. Students can do their own dramatization mentally, emotionally. Why dramatize the Prologue to the *Canterbury Tales*?

Material on the study of verse may be found in "The Teaching of Poetry" by Harry Paul in the *English Journal*, in "Verse Making in Our Schools" in the *Pedagogical Seminary*, and in *Enjoyment of Poetry* by Max Eastman.

Miss Elizabeth Buchanan of the Hyde Park High School presented a paper on Material in the course in composition—subjects for themes and exercises. The paper was read by Miss Jane C. Tunnell of the same school.

Miss Buchanan called attention to certain experiments, one of which attempted to determine the variation of one teacher from another in the matter of grading work. Another tested the pupils (1) to secure information that will enable school authorities to formulate in objective terms the ends to be obtained in the teaching of writing and composition, (2) to measure efficiency of methods used to secure results, (3) to determine the factors which condition learning and teaching, (4) to furnish data that will make possible comparison of school with school, of teacher with teacher. Such a test would be of value in enabling teachers to treat the individual more intelligently. It is especially interesting in connection with determining what a pupil should be able to do at various stages of his progress. Miss Fish, in an article on "What Pupils Should Know When They Enter High School," said they should have the habit of reading intelligently and of expressing their ideas in clear and grammatical sentences. Less time should be given to elementary rhetoric and more to intelligent reading and clear expression.

The training of pupils to think should be left to the college, according to Frank Aydelotte of the University of Indiana. In high school they should be taught what they can learn. This view is not accepted by Dudley Miles. He says pupils can be led into a reflective attitude and can be taught to reject snap judgments. Another refutation occurs in the success of the experiment at Grand Rapids discussed under the title "Vocational Guidance through English Composition." The search for new material to be used in composition courses revealed nothing better than the teacher may find any day by seizing upon the life about him.

The subject of Method in the course in oral composition, with a list of articles consulted, was presented by Miss Alda M. Stephens of the Englewood High School. The material gathered was discussed under three subdivisions: pleas for oral composition, the definition or scope of the term "oral composition," and the methods of instruction employed.

Oral composition was found to be practical in that it made for clear, simple English, for distinct enunciation, correct pronunciation, for ease of body, and control of voice. Its scope includes according to the various definitions given

anything oral from the "proper recitation" to the formal argumentative oration and on to dramatics.

The method involves the recital of personal experiences with criticism by pupils of the work of other pupils, the choice of the best of this group to take part in a debate, oral discussion on topics not prepared beforehand, oral presentation of passages found in the literature class, conversation sustained for a given length of time.

A test of the value of oral composition was reported by the committee of the Illinois Association. Classes were organized in which half-time was to be given to oral composition and half to written, with student criticism. Other courses omitted the oral themes and student criticism. The results of the former were found to be more satisfactory in thought, in rhetorical and grammatical structure, and at least as good in the mechanical points of form. The students themselves showed improvement in thoroughness, in lessened artificiality, in improved conclusions, and in general vigor and enthusiasm.

French—

Chairman, E. B. BABCOCK, University of Chicago.

Secretary, A. COLEMAN, University of Chicago.

Attendance, 75

The conference of the French section was devoted largely to a consideration of method. The most considerable contributor was Mr. Arthur Bovée of the University High School, in a paper on certain aspects of the Direct Method, and in a specimen lesson in which he showed what a high-school class can be made to do after twenty-four weeks of such training. Mr. Bovée's chief contention was that it is quite possible to have the pupil understand the foreign tongue directly, and he laid much stress on the means by which the teacher may arrive at this. Chief of these are putting the words and even the concepts into action, and the free use of contrast and negation, building up from the known to the unknown. But the teacher need not stop here; to bear this out Mr. Bovée distributed an outline of the grammatical work his class had covered by means of systematized exercises: the use of the article and partitive construction, pronouns and adjectives, the gender and number of nouns, the conversational tenses of regular and the principal irregular verbs, reflexives, numerals, negation. In the lesson that followed, the pupils wrote difficult words from the sound and followed with ease the interpretation of a story heard for the first time.

In the comment that ensued it was pointed out that the pupils were evidently using English in their mental processes even if the vernacular were banished from their ears, but Mr. Bovée replied that, though this was unavoidable, they were at least having things presented to them in as French an atmosphere as possible.

The section did not express any opinion on the Direct Method as such, but manifested keen interest in Mr. Bovée's presentation.

Miss DeLagneau of Lewis Institute presented reviews of Fraser and Squair's *Shorter French Course* and of Giese's *Graded French Method*. The former had been found satisfactory in a class for teachers. The phonetic introduction is more carefully worked out than in the old book and the lessons in phonetic script are helpful in the classroom drill. It is to be regretted, however, that phonetic equivalents are no longer given in the main vocabulary. Professor Giese in his book presents a series of carefully devised exercises for translation and composition in which vocabulary and grammatical principles are driven home by constant repetition and reworking of the same material, which will also furnish the competent teacher with ample matter for oral practice. Defects in the book are the difficulty of the earlier lessons and the flippant tone adopted by the author in his exercises.

Miss Williams of Joliet Township High School spoke briefly of David's *Chez Nous*. She had found it the most interesting and most thoroughly French of readers, but thought it perhaps too difficult for first-year work.

German—

Chairman, CHARLES GOETTSCH, University of Chicago.

Secretary, JOHN C. WEIGEL, University of Chicago.

Attendance, 80

The formal program, dealing with the recent progress and present conditions in the teaching of German, divided itself as follows:

1. "Report on the Recent Bulletins on the Teaching of German in Secondary Schools," Arthur S. Merrill, Francis W. Parker School.
2. "Review of Articles on First- and Second-Year German," Gladys M. Graham, Carl Schurz High School.
3. "The New Trend in Recent Textbooks," Lydia M. Schmidt, University High School.

1. Mr. Merrill's paper was an outline of the *revised* version of a report by the Committee on Modern Languages, appointed by the National Education Association in connection with other committees of a similar nature, for the purpose of studying the "reorganization of secondary education." The report in full is to be published later by the Bureau of Education. This report goes into specific details as to (a) aims, (b) method, (c) materials, (d) details of procedure, (e) texts to be used in modern-language instruction. In this connection, Mr. Merrill also called attention to the very excellent bibliography of American magazine articles on the teaching of modern languages which is to be found in Professor C. H. Handschin's valuable monograph, *The Teaching of Modern Languages in the United States* (published by the U.S. Bureau of Education, 1913, as *Bulletin No. 3*).

2. Two papers representing recent thought in modern-language instruction were reviewed by Miss Graham. The first of these, which appeared in the *School Review* for January, 1913, and was written by W. R. Price, modern-language inspector of the state of New York, deals with "The Second Year of a

Modern Language." Mr. Price believes that the aim of our modern-language teaching should be the acquirement of a good reading rather than a speaking knowledge of the language. He insists, however, that oral drill is absolutely necessary toward obtaining a certain *Sprachgefühl* of such great importance in reading. In the second year of the high school, the foreign language should be the language of the classroom. Translation should be done outside of class. All class work should take the form of questions and answers on the basis of the text; here should be the time for drill, for explaining the coming lesson. Conversation should not be disconnected, but should be based upon the text read.

The second article, entitled "Beobachtungen auf dem Gebiete des fremdsprachlichen Unterrichts," by Baxter-Collins in *Monatshefte für deutsche Sprache und Pädagogik* for October, 1909, emphasizes the historical evolution of the teaching of modern languages in the secondary school with reference to the former domination of college instructors writing textbooks for the lower schools. The type of textbook best fitted for the secondary and lower schools, Mr. Collins avers, must evolve from the concrete experience of teachers in these schools themselves. Moreover, says he, we attempt too much grammar in the first year. The syllabus prepared by last year's Conference is in line with such experience. As regards the textbooks, Miss Schmidt's paper on the trend of pedagogy as reflected in recent books brought to light the first traces of realizing the prophecy Mr. Baxter-Collins made several years ago.

3. Miss Schmidt introduced her paper by pointing out the general criticism aimed at modern-language teaching—the lack of organization. Both the Direct Method and a modified form of the Direct Method have been offered as a remedy for these ills, but only recently has the teaching body responded to the newer ideas as presented in these progressive methods. Within a period of two years, however, there have appeared texts which incorporate the ideas of those in sympathy with the supporters of the Direct Method. Among these books which have appeared in rather rapid succession in response to the progressive ideas are the following divisions referring respectively to the three years:

(a) Gronow, *Jung Deutschland* (Ginn); Gohdes and Buschek, *Sprach- und Lesebuch* (Holt); Baxter-Collins, *First Year of German* (Macmillan).

(b) Schrakamp, *Deutsche Heimat* (A.B.C.); Prokosch, *Deutsches Lese- und Übungsbuch* (Holt); Holzworth, *Gruss aus Deutschland* (Heath); Composition—Boezinger, *Mündliche und Schriftliche Übungen* (Holt); the Charles E. Merrill Co. edition of *Immensee, Garmelshausen, and Kindertränen*.

(c) Schrakamp, *Ernstes und Heitres* (A.B.C.); Spanhoofd, *Aus Vergangener Zeit* (A.B.C.).

From these books Miss Schmidt indicated the direction modern-language instruction in the secondary school will take in the immediate future, viz., an application of a modified Direct Method.

At the close of the papers, there was a general discussion of the syllabus prepared at the last annual Conference and printed in the *School Review* later.

It was directed that a committee of five be appointed by the chair to take the matter into further consideration with a view to making a report at next year's Conference.

Greek and Latin—

Chairman, GEORGE H. ROCKWOOD, Austin High School.

Secretary, MRS. ANNE HERSMAN, Hyde Park High School.

Attendance, 76

1. "Report of the Committee on the Minimum Amount of Form and Syntax Work in Connection with High-School Latin," Miss Frances Sabin, Oak Park High School, chairman.

Copies of the outline recommended by the committee were distributed. Miss Sabin commented on the work of the committee and the difficulties encountered by the teacher. Professor W. G. Hale, University of Chicago, had distributed copies of a substitute outline, and also of the *Report of the Joint Committee on Grammatical Nomenclature*. He explained his objections to the committee's outline. Discussion.

Miss Elizabeth Faulkner, principal of the Faulkner School, moved that a committee be appointed by the chair to arrange a vocabulary according to meaning and derivation, to be used in each high-school year, the committee to report at the next Conference. Motion carried.

2. "Report on Recent Publications of Interest to Teachers of Greek and Latin." List distributed.

Mr. H. F. Scott, University High School, commented on Latin books; Professor R. J. Bonner, University of Chicago, on Greek books. Mr. Bonner moved that a committee be appointed by the chair on predigested or simplified texts and alternate texts, the committee to report at the next meeting of the Conference. Motion carried.

The chair appointed a committee on committees: Mr. Johnson of Lane Technical High School, chairman; Professors Hall, Miller, and Bonner of the University of Chicago.

History—

Chairman, MARCUS W. JERNEGAN, University of Chicago.

Secretary, ARTHUR F. BARNARD, University of Chicago.

Attendance, 100

The subject for discussion was the preliminary report of the Committee on "Social Studies" in the Secondary School. This committee is one of the National Education Association subcommittees on the Reorganization of Secondary Education. The report is to be found in *Bulletin No. 41* for 1913 of the Bureau of Education. It is summarized in the *History Teacher's Magazine* for December, 1913.

Mr. Tryon of the College of Education summarized the report of the committee. The committee has a strong sociological bias as is indicated in

its name, purpose, and in the membership of the committee. Although representative in a professional sense, the committee is not so geographically, as a clear majority are from the North Atlantic states. In the five-year course outlined by the committee the first year is to be devoted to community civics and to a survey of vocations and the last year to economics and to civic theory and practice. Out of five units the committee devotes three to history. This is to be socialized, the aim being the cultivation of a spirit of good citizenship. Toward this end it is to be studied topically rather than chronologically and the past is to be subordinated to the present. Thus the first unit is to cover the whole of recorded history to the year 1700 A.D. The second unit is modern European history from 1700 A.D., and the third, American history. In each of these latter courses again the emphasis is on present-day conditions and problems. The report was discussed from the standpoint of the university by Professor McLaughlin of the University of Chicago. He referred to his diffidence in criticizing the work of the committee, as his experience on such committees had given him a keen sense of the difficulty of the task and had possibly fixed his viewpoint. He stated that he agreed with the committee that the time for dictating for the high schools is past. The course should be arranged to develop boys and girls. The emphasis on modern history is inevitable. The time reduction makes it very difficult to cover the whole field of history. Must ancient history be eliminated? Whatever plan of excision be adopted, quality and not quantity of information should be the aim. The interest and enthusiasm of the student must be aroused and a love of reading and the knack of finding things in books cultivated. Above all, the aim should be always the cultivation of the attitude of historical-mindedness. The speaker warned of the danger in constantly unsettling the curriculum. The present necessity is not in determining order of studies but learning how to teach. As great danger exists in the overemphasis on the study of present conditions. The value of culture, of what is permanent in the civilization of the past, cannot be minimized. The educational value of history must not be subordinated to knowledge of passing things.

The report was considered from the standpoint of the high school by Mr. Bobbitt of the Oak Park High School. From his own experience with such a course he criticized the community civics of the first year on the ground that the subject was covered in the grades. He made no objection to the history courses as outlined, but raised a warning against distorting history to suit the views of any group. The courses laid down for the fifth year were criticized. Economics is too theoretical and abstract for the high school. A substitute might be found in industrial history. The course in civic theory is too advanced in its nature and the books recommended are above the level of the high-school pupil.

The discussion was opened by Mr. Huth of the University of Chicago. He looked upon the report as proceeding from a desire to introduce new

subjects and expel old subjects—as almost socialistic in its trend and spirit. The first unit of history is frankly impossible. The knowledge the high-school graduate has of history is already too vague. What is needed is not a change of perspective in history, but a more thorough study of the simpler periods. Mr. Huth made a strong plea for the retention of ancient history on the ground that the ancient institutions were simpler than the modern, that the currents of history were not so complex, that we have abundance of concrete material for illustration, and that the ancient culture has an imperishable value as a stimulus to the mind of man.

After brief general discussion a motion was passed disapproving the report of the committee.

Home Economics—

Chairman, DEAN MARION TALBOT, University of Chicago.

Secretary, AGNES K. HANNA, University of Chicago.

Attendance, 125

Miss Anna Green of the DeKalb High School discussed the general method of values of *Food and Sanitation*, a new high-school text by Mildred Wigley and Mrs. Foster. This book is not yet in print, but was used in manuscript form by Miss Green. The particular problem discussed in this book is the introduction of home economics from an experimental standpoint. Miss Green explained that one of its greatest values was in being eminently practical, as it had been founded on actual class experience. Sanitation is taken up from a study of the municipal problem.

Miss Wheeler of the University of Missouri discussed the subject of nutrition in the high schools. She emphasized the difficulty of the introduction of nutrition in a course because of the congestion of most high-school home-economics courses, and of the further difficulty of handling in an elementary way this rather advanced subject. She advised the introduction of work in nutrition by treating it incidentally in connection with individual foods rather than as a special subject. She also suggested that much valuable work could be done by correlating the work in nutrition with other science work in the course. Miss Wheeler discussed some of the well-known textbooks on nutrition and advised that material be derived from various sources rather than from one particular textbook.

Miss Feeney of the School of Education presented a summary of recent bulletin material received from the Agricultural Department and State Experiment Stations. She also suggested that this type of printed material be used when textbooks are not available.

Miss Nesbitt, visiting dietitian of the Juvenile Court, outlined a study of standard of living which she has been making as the result of investigations of 600 families. This material is to be published by the *Journal of Home Economics*.

Miss Church of the Lucy Flower Technical High School presented the work in house decoration and costume design as given in the Lucy Flower

Technical High School. Miss Church gave a list of available magazine articles. She advised the approach to house decoration from the practical basis of a concrete house plan and included in her work the general architecture and color problems and general design in house furnishings and textiles. In costume design, Miss Church advocates the value of work in clay modeling as a beginning, to give a sense of form. Here again Miss Church uses actual work with textures in planning costumes instead of merely paper and pencil representation.

Miss Nancy Gladish of the Austin High School discussed a recent article in the *Journal of Home Economics* by Mary E. Parker. The work of the technical high school is not in most cases strictly vocational. The distinction between vocational work and general training, such as is usually given in many of the high schools, has in most cases not been drawn and Miss Gladish explained how her experience in high-school work brought out this same point—that the type of work which gives girls training in household art does not meet the problem of the trade.

Miss Gladish's paper was followed by a discussion on the distinction between trade and general high-school training, led by Miss Wells of the Lucy Flower Technical High School. Miss Wells presented the trade experience of the eight girls who had graduated from the two-year vocational course at the Lucy Flower High School.

Miss Breckinridge of the University of Chicago discussed the work of Miss Nesbitt and suggested a further study of the standard of living that had been made in the Stockyards district by Mr. Kennedy. Miss Breckinridge made a plea for the introduction of schools for the needle trades in Chicago and cited the experiments being tried at the University Settlement and Hull House. Miss Breckinridge outlined the great need of training for the girls of fourteen years of age, and suggested the value of defining the minimum training which would fit these girls for effective wage earning.

[To be continued]